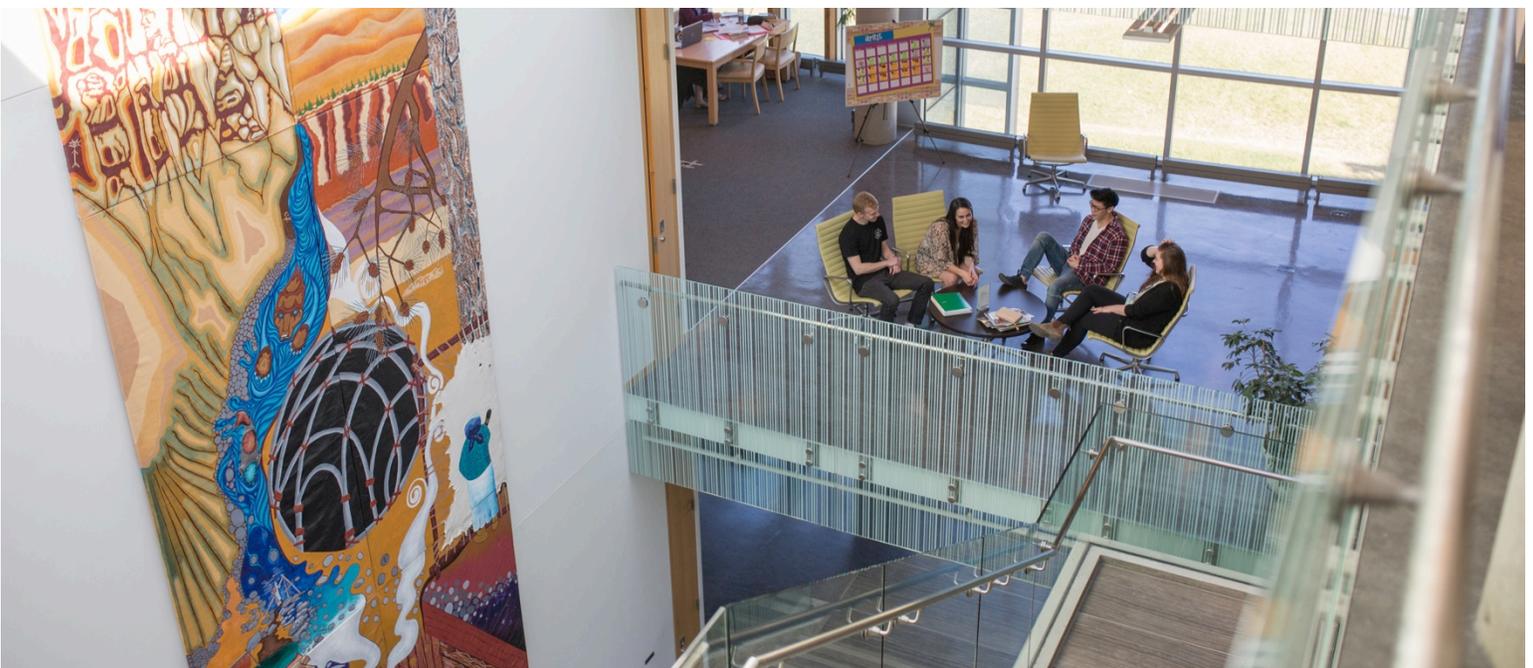# Institutional Mission Fulfilment Report

Submitted by

Accreditation Steering Committee

October 30, 2019

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Executive Summary

The Thompson Rivers University (TRU) mission statement articulates TRU's values and priorities and guides all initiatives at the university:

TRU is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research, and scholarship.

Mission Fulfilment is defined in terms of TRU's four (4) core themes:
- Intercultural Understanding
- Research
- Student Success
- Sustainability

TRU has defined Mission Fulfilment to be achieved when 70% of the indicators related to the outcomes for each core theme are *achieved* or *minimally achieved*.

During the 2019 reporting cycle, 12 out of 18 (67%) indicators were *minimally achieved* or *achieved*. See Table 1 for a summary of institutional Mission Fulfilment.

Table 1: Summary of Institutional Mission Fulfillment

Core Theme	Indicators Measured	Indicators Achieved or Minimally Achieved	% Achieved or Minimally Achieved
Intercultural Understanding	3(4)*	3	100%
Research	2(4)*	2	100%
Student Success	7(10)*	4	57%
Sustainability	4	3	75%
Institutional Mission Fulfilment	18(22)*	12	66.7%

Note: Refers to the number of indicators measured for the 2019 reporting cycle in comparison to the total number of indicators articulated for the core theme.

Annual Assessment of Core Theme Mission Fulfilment Planning and Evaluation Process

Background

Accreditation with the Northwest Commission on Colleges & Universities (NWCCU) requires institutions to report on Mission Fulfilment. The process involves defining Mission Fulfilment and articulating measurable outcomes. NWCCU describes the designation of accreditation status as

> recognition that an institution's own purpose is soundly conceived, that its educational programs have been intelligently devised, and that its structure, resources, and programs support and result in substantial accomplishment of the institution's stated purpose.[i]

On April 23, 2018, Senate approved revisions to several standing committees of Senate's Terms of Reference to include the statement: "To advise the Accreditation Steering Committee and report on Mission Fulfilment in relation to the Core Theme."

Intercultural Understanding Subcommittee of FNAAC and SIAC	Intercultural Understanding
Research Committee of Senate	Research
Student Success Committee of Senate	Student Success
Environmental Sustainability Advisory Committee	Sustainability

Embedding core theme planning within TRU's collegial governance framework broadens participation; increases cross-functional collaboration and dialogue; creates a system for continually aligning and re-aligning strategic planning across all levels; and, uses measurement for improvement and learning, as well as monitoring and reporting.

Overview

A review of the core themes occurs annually. Standing committees of Senate prepare a workbook detailing how successful TRU was in fulfilling its mission for that core theme.

❖ See Appendices A through D for the 2019 Core Theme Workbooks.

The Mission Fulfilment Framework is based on setting *objectives, outcomes, indicators*, and *mission fulfilment threshold ranges*:

Objective	A principal goal of the core theme which supports achievement of Mission Fulfilment.
Outcome	What will occur when we achieve our objective.
Indicator	Used to evaluate and measure progress towards the outcome.
Mission Fulfilment Range	Shows the progress towards achieving the outcome.
Mission Fulfilment	Achieved when 70% of the indicators (for each core theme) are "Achieved" or "Minimally Achieved".

Each indicator has three (3) Mission Fulfilment threshold ranges:

Achieved	The indicator has increased/decreased by a fixed percentage or value in line with the expectation of Mission Fulfilment.
Minimally Achieved	The percentage or value of the indicator is holding at or close to the current level.
Not Achieved	The indicator value has decreased/increased by a fixed percentage or value.

Evaluation and Planning

The annual review involves four stages:

1) Collecting data for each of the indicators.
2) Analyzing the success of each indicator in light of its Mission Fulfilment threshold.
3) Planning and recommending services and programs to improve upon the success of each core theme.
4) Reporting results to TRU's governing bodies and the TRU community to inform divisional and unit planning across the institution.

Intercultural Understanding

Summary

For the 2019 reporting cycle, the core theme Intercultural Understanding achieved 100% of the indicators measured.

Table 2: Mission Fulfilment Range – Intercultural Understanding

Objective	Outcome	Indicator	Prior Year	Current Year
1.0 The creation of a culture of inclusion in all aspects of university work and life.	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	62.6%	N/A
2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.	2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives.	2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	2630	2916
		2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.	2921	3940
		2.3 Number of students, staff, and faculty accessing mobility programs*.	130	190

Mobility programs refer to international travel experiences, such as outbound exchange, field schools, and Leave 4 Change.

Discussion

During the 2018/19 academic year, considerably more students, faculty, and staff engaged in intercultural learning activities. This is partially attributed to increased consultation and collaboration with faculties, schools, departments, and divisions, as well as the allocation of Strategic Initiative Funds (SIF), including:
- $150,000 over three years for student mobility programs (indicator 2.3)
- $12,400 for International Mother Language Day (indicator 1.1)
- $674,622 over three years for *Coyote Project Phase II* (indicator 21.)

While TRU saw growth in the number of enrolments in courses and programs with Indigenous, international, and intercultural content, we may not be capturing the full scope of opportunities available to students. To address this, the General Education Taskforce will be working with faculties and schools to identify courses that meet the two institutional learning outcomes related to the theme "Local to Global" as part of TRU's general education model. It is anticipated that the full course listing will be completed by Winter 2021. Once TRU's general education model is fully implemented, all baccalaureate degree students will be required to take courses that meet these institutional learning outcomes. This will increase participation in Indigenous, internationalization, and interculturalization initiatives (indicator 2.1).

The Intercultural Understanding Subcommittee carefully considered what success for this core theme would look like, how it should be measured, and how TRU will know progress is occurring. The committee concluded that the original quantitative indicators were not as meaningful when measuring the impact of intercultural learning. Qualitative outcome measures are more appropriate, as they are "considered to be more insightful, meaningful and accurate in measuring the methods and quality of teaching and learning as they relate to the objectives of higher education. They are also more useful in providing information that can be used for enhancing teaching and learning"[ii].

The new objective language is drawn from TRU's institutional learning outcomes:

> 1.0   The creation of a culture of inclusion through intentional engagement to recognize and respect the value of diverse cultural worldviews, and the value of Indigenous knowledges and ways.

In addition, the committee identified emerging qualitative indicators in order to tell a more holistic, fulsome story of intercultural learning initiatives and events at TRU:

> 1.3   Initiatives and events offered within and between areas of the university that demonstrate depth*, scope, or reach** of intercultural understanding.
> 1.4   Narratives of engagement in and impact of intercultural learning.

*Depth refers to initiatives that move beyond a superficial focus on diversity awareness and result in affective, cognitive, behavioural or praxis-oriented outcomes related to intercultural learning and engagement.

**Reach refers to how initiatives extend from their initial areas of development or implementation to include, affect, and/or develop relationships with and/or between, for example, various members of the TRU community (faculty, staff, and students); multiple TRU departments, schools, and/or faculties; and/or diverse locations, institutions, and local or global communities.

❖ **A detailed report on the core theme Intercultural Understanding is available in Appendix A.**

Research

Summary

For the 2019 reporting cycle, the core theme Research achieved or minimally achieved 100% of the indicators measured.

Table 3: Mission Fulfilment Range – Research

Objective	Outcome	Indicator	Prior Year Value	Current Value
1.0 TRU will create a sustainable research culture	**1.0** TRU faculty are competitive for external funding	**1.1** Percentage of active tri-partite faculty holding external funding (contract and grant)	28%	34%
		1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	$2.8M	$3.3M
	2.0 TRU faculty create new knowledge	**2.1** Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	320/160	Unknown
	3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	**3.1** Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community-held forums reporting research results and activities to participants, stakeholders and knowledge users by TRU faculty and community groups	Survey under development	Unknown

Discussion

TRU was successful in meeting half of the indicators; however, was unable to assess the remaining half. Without complete data, it is difficult to determine if mission fulfilment was met.

Currently, there is no mechanism to determine an absolute value for the number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (indicator 2.1). TRU collects this data as part of the Annual Professional Activity Reports; however, an anonymized data-set is not accessible to the TRU community at this time. This information would be valuable in informing strategic and financial planning to improve upon the success of the core theme Research. TRU is also in the process of refining the survey instrument for the Community Citations Score (indicator 3.1).

TRU has much to celebrate regarding Research. For example, TRU was awarded its first NSERC Industrial Research Chair and Collaborative Research and Development grant; obtained four new Discovery grants, two SSHRC Indigenous Connections grants and one Insight grant; successfully renewed two BCIC Research Chairs; and, received nearly $1M in Canada Foundation for Innovation and BCKDF research infrastructure funding.

The 2019 NWCCU evaluation team complemented TRU "for the close alignment of its efforts to grow research within its foundational mission of student success". Looking forward to 2020, Research is proposing two new outcomes that emphasize the importance of student and community engagement in research activities:

4.0   Undergraduate student engagement in research activities.
5.0   TRU facilitates the creation, co-creation and translation of knowledge, resulting in new discoveries, products, processes and practices that will mutually benefit TRU and communities to lead positive environmental, cultural, social, and economic change.

The fifth outcome will incorporate a qualitative approach, such as cultural maps of the knowledge building pathways (including partnerships and learning outcomes), to better demonstrate the richness of the data that quantitative methods cannot when measuring community impact.

To improve upon the indicator results for Research, TRU plans to:
- allocate a $75,000 SIF over three years for the Kamloops Community Xchange Lab.
- expand internal outreach (e.g., new researcher orientation, workshops, events, seed funds, peer review)
- continue enhancing collaborative partnerships (e.g., investing in the Interior Universities Research Coalition, development of the Interior Academic Health Science Coalition, and increased advocacy at the provincial and federal levels).
- implement TRU's general education model, which will require all baccalaureate degree students to complete a 3-credit academic course that meets the institutional learning outcome: "a TRU graduate will be able to construct meaning from information by applying creative and critical thinking through research."
- increase public engagement and student research involvement directed through the Xchange Lab.

❖ **For a detailed report on the core theme Research, see Appendix B.**

Student Success

Summary

For the 2019 reporting cycle, the core theme Student Success achieved or minimally achieved 57% of the indicators measured.

Table 4: Mission Fulfilment Range – Student Success

Objective	Outcome	Indicator	Prior Year Value	Current Value
1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	**1.1** Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	**1.1** NSSE module on advising	2.733	N/A
		1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted. SAT: Satisfaction with the process for registering for courses.	CW: 86% SAT: 79%	CW: 84.6% SAT: 76.1%
		1.3 2-4-year open program conversion rate	32%	38%
		1.4 2-4-year open program retention rate	55%	59%
		1.5 2-4-year selective program conversion rate	83%	81%
		1.6 2-4-year selective program retention rate	88%	87%
2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	**2.1** Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	**2.1** NSSE data on student participation in HIPs	First Year: 8% Fourth Year: 59%	N/A
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	1410	1438
3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	**3.1** Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	**3.1** NSSE module on civic engagement.	First Year: 5.0 Fourth Year: 5.2	N/A
		3.2 Graduate employment outcomes	91%	89%

Discussion

TRU is committed to student success and cultivating a sense of belonging. This commitment is evidenced by the allocation of several SIFs, including:

- $158,000 over two years for open educational resource development grants (indicator 1.4)
- $189,000 over two years for *Mind the Gap: Sustaining the K-16 University-Community Partnership* (indicator 1.3)
- $145,000 over two years for *Focus on First Year: Supporting Student Success* (indicator 1.4)
- $674,000 over three years for *Coyote Project Phase II* (indicator 2.1)

To improve upon the success of indicator 1.2 (satisfaction regarding the registration process), TRU plans to do the following:

- increase amount and type of communication to students regarding registration processes;
- implement changes to operation of waitlists for oversubscribed courses to ensure fairness in distribution of seats that may come available; and,
- increase communication to faculty and instructors regarding registration and waitlist processes so that students hear consistent information regardless of point of inquiry.

While the data for 2019 demonstrates unsuccessful achievement of mission fulfilment for Student Success, several factors speak to the need to revise the indicators and mission fulfilment thresholds in order to support a more robust analysis for this core theme. For example,

- TRU was unable to report on three (3) of the indicators because the National Survey for Student Engagement (NSSE) was not administered in 2019; and,
- a 1 to 2% decrease in results for indicators 1.2, 1.5, and 1.6 may not be statistically reliable.

The current objectives were an important initial description of Student Success, yet rely heavily on inputs rather than outcomes. In 2020, the Student Success Committee of Senate will work towards developing "Core Outcome Areas" relating to: participation, retention, achievement, and graduate outcomes. TRU will also consider data that identifies the gaps in achievement by under-served populations, and monitor progress towards closing education achievement gaps. The process of identifying new outcomes and indicators will take place over the next year and involve the creation of a TRU Student Success Action Plan, including: a) agreed upon Core Outcome Areas and associated results, and b) Enabling Outcomes. The aim is to align the core theme outcomes with the Strategic Enrolment Management Plan, Indigenous Education Plan, Research Strategic Plan, the Strategic Priorities, and Academic Plan.

❖ **For a detailed report on the core theme Student Success see Appendix C.**

Sustainability

Summary

For the 2019 reporting cycle, the core theme Sustainability achieved or minimally achieved 75% of the indicators measured.

Table 5: Mission Fulfilment Range – Sustainability

Objective	Outcome	Indicator	Prior Year Value	Current Value
1.0 TRU will integrate sustainability across operation, engagement, academic, and governance practices.	**1.1** TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	**1.1** STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	50.8	49.75
	2.1 Members of the TRU community are sustainability ambassadors on and off campus.	**2.1** STARS score (Engagement category: campus engagement and public engagement)	36	39.12
	3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	**3.1** STARS score (Academic category: curriculum and research)	37	53.70
	4.1 Sustainability is a core value in TRU's institutional and administrative framework	**4.1** STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	22.09	24.36

Discussion

Overall, TRU achieved mission fulfilment for the core theme Sustainability. Acknowledgement of TRU's commitment to sustainability is evidenced by STARS Platinum rating (highest global rank). Notable successes include: BOMA Best certification and Green energy purchase; increase in the number of student volunteers and community events; increase in the number of programs and research; and, expanding the Environmental Sustainability Advisory Committee membership to include more student and faculty representatives.

Now that TRU has achieved Platinum rating, improving upon the indicator results will become more difficult. In order to continue building upon TRU's success as a leader in sustainability, the Environmental Sustainability Advisory Committee is proposing a new indicator for the 2020 reporting cycle:

      1.5   [United Nations Sustainability Development Goals](#) 2030 Targets

The United Nations Sustainable Development Goals are a robust and complete framework on which to build and expand the successes TRU has achieved using AASHE and STARS. For example, actions items and focus areas include:
- Donate what you do not use
- Avoid wasting water
- Equity, diversity, and inclusion
- Buy from green companies that are equal opportunity employers
- Think of innovative ways to repurpose old material
- Bike, walk, or use public transportation
- Education regarding climate change

With the implementation of TRU's general education model, baccalaureate degree students will be required to complete a 3-credit course that meets the institutional learning outcome: "A TRU graduate will be able to critically evaluate and apply socially responsible, sustainable, and ethical behaviours". This positions TRU well to meet the United Nations *Goal 13: Climate Action*.

In addition, TRU has several plans to build upon its' success, including:
- initiate a water conservation plan
- source local food within 400 – 800km
- develop a plan to phase out single use items
- increase civic engagement through the Student Sustainability Ambassador program
- include environmental, social, and governance factors in its investment decisions through membership in the United Nations-supported initiative *Principles for Responsible Investment*.

❖ **For a detailed report on the core theme Sustainability, see Appendix D.**

Conclusion

Mission fulfilment is an ongoing process of continuous quality improvement. TRU sets aspirational targets and continues to strive towards excellence. Core theme planning ensures that the most important, high level factors for the present and future success of TRU are being effectively measured. It is an ongoing process for continually aligning and re-aligning performance measures with TRU's strategic priorities.

The process aims to provide performance measurement information that is timely and easy to understand so that the TRU community feels confident that the process is providing the insight and foresight to guide high quality decision-making.

Appendices

[i] Northwest Commission on Colleges and Universities. *Accreditation Handbook, January 2017 Edition.* Retrieved from http://www.nwccu.org/wp-content/uploads/2016/02/Accreditation-Handbook-2017-edition.pdf
[ii] Chalmers, D. (2008). Teaching and learning quality indicators in Australian universities. *Organization for economic co-operation and development.* Retrieved from https://www.oecd.org/site/eduimhe08/41216416.pdf

Annual Core Theme Mission Fulfilment Evaluation and Planning

2019 Work Book

Core Theme	*Intercultural Understanding*
Submitted by	*Intercultural Understanding Subcommittee*
Signature, Chair	X _____ Kyra Garson Chair Kyra Garson
Date	July 2, 2019

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Overview

Annual review of the Core Themes in relation to Mission Fulfilment involves three steps:

1) Conduct an analysis of the data collected for each outcome.
2) Assess the value of each indicator in light of the Mission Fulfilment Threshold.
3) Plan services and programs related to the Core Theme for the following year.

Completed reports or "Work Books" are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles results from all four Core Theme Work Books into an institutional Mission Fulfilment Report outlining how successful TRU was in fulfilling its' mission that year.

Timeline for Submissions

May 1 - June 30	Core Theme Teams or Standing Committee of Senate performs annual assessment of Mission Fulfilment and planning process.
June 30	Core Theme Work Book submitted to ALO. accreditation@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews annual institutional Mission Fulfilment Report.
September 1 – September 30	Broad distribution of institutional Mission Fulfilment Report through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Core Theme Intercultural Understanding Mission Fulfilment Framework (2018)

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	**Minimally Achieved**	**Not Achieved**		
1.0 The creation of a culture of inclusion in all aspects of university work and life.	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	Specific NSSE questions provide student perceptions of diversity experiences.	> 2% increase	Within 2% of previous year	> 2% decrease	Maintain or increase by 2%	2011: 63.6% 2014: 67% 2018: 62.6%
2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.	2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives.	2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	TRU is committed to prioritizing programs and practices that support diversity, inclusion, and intercultural understanding among Indigenous, regional, national, and global communities.	Increase in average	Maintain average	Decrease in average	2% increase over the average* of 2600	2013-2016: 2676 2014-2017: 2732 2015-2018: 2630
		2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.		Increase in average	Maintain average	Decrease in average	5% increase over the average* of 1300	2014/15: 1253 2015/16: 1377 2017/18: 2921
		2.3 Number of students, staff, and faculty accessing mobility programs.		Increase in average	Maintain average	Decrease in average	2% increase over the average* of 200	2016: 129 2017: 210 2018: 130

1. Assessment of Core Theme in Relation to Mission Fulfilment

A. Review of Previous Year
Complete the following for each indicator in the Core Theme:

<u>Current Value and Mission Fulfilment</u>
   a. Gather information to determine the indicator value for the most recent period.
   b. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (Achieved / Minimally Achieved / Not Achieved).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Student perceptions of inclusion and opportunities for intercultural learning, as indicated by NSSE scores of 4th year students.	62.6%	Not available in 2018-19	N/A
2.1 Three-year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	2630 (22 - Global Competency)	3376	Achieved
2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, Interculturalizing/Indigenizing the Curriculum.	2921 Orange Shirt Day 110 Celebrating Mother Language 250; Truth and Reconciliation 85; Knowledge Makers 22; Peer Mentoring 20; Indigenous Workshops Internally 70; Indigenous Workshops Conferences 40; Indigenous – I Days Workshops 100; Powwow and Aboriginal Awareness 120; Indigenous Cultural Activities 500; Intercultural Development workshop 1476; IDI 128	3940 Workshops by IC Team 1121; Invited external workshops 110; Intercultural Conference – TRU attendees 89; Intercultural Development Inventory 128 Indigenous workshops and events 2,492	Achieved
2.3 Number of students, staff, and faculty accessing mobility programs.	130 67 outbound exchange, 51 field school, 4 Leave 4 Change	190	Achieved

<u>Context of the Current Year Value</u>

c. State what was achieved.
d. State how plans, services, or initiatives impact the progress of the indicator.
e. Identify factors affecting progress.

Table 2: Context / Impact on Progress

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
1.1	NSSE Data not available this year	We plan to work with IPE and use some of the new Fall Survey as the data point in years when the NSSE is not offered.
2.1	There was an increase in enrolment in courses offering intercultural learning opportunities	An update of courses both F2F and online is needed. There is also a need for departments to identify and confirm that courses listed have intercultural learning outcomes. Collaboration with GET should assist with this. We also propose to change the indicator from outputs to outcomes by measuring course completion rather than enrolment. See New indictor 1.2
2.2		The committee proposes including this indicator in Emerging indicators 1.3 and 1.4 to be demonstrated through qualitative methods.
2.3	There was an increase in mobility for students and staff on leave for change program	The committee proposes including this indicator in Emerging indicators 1.3 and 1.4 to be demonstrated through qualitative methods.

B. Summary
a) Identify how successful TRU was in fulfilling its mission for the Core Theme in light of the values of the indicators and the definition of Mission Fulfilment.

Mission Fulfilment is defined as:

Mission fulfillment occurs when 70% of the indicators for each of the four Core Themes are in the Achieved or Minimally Achieved threshold ranges.

b) Identify the successes of the Core Theme and the areas in need of improvement.

Table 3: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this Core Theme?	TRU achieved mission fulfillment in three of the four core themes. Data for indicator 1.1 was not available this year.

Identify successes	Increases in course enrollments, increases in mobility
List areas in need of improvement	In consideration of the Accreditation team's comments, the Intercultural Understanding sub-committee recommends the inclusion of qualitative measures in order to tell a more holistic, fulsome story of intercultural learning initiatives and events at TRU. The quantitate data does not highlight the rich variety of opportunities offered nor the impact on the TRU Community.

2. Planning for the Next Year

A. Review of Objectives and Indicators

<u>Objectives</u>
  a. Review current objectives to confirm they are still in alignment with Core Theme and TRU's mission statement.
  b. If necessary, add or remove objectives to keep the Core Theme relevant to TRU's mission statement.

Table 4: Review of Objectives

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1. The creation of a culture of inclusion in all aspects of university work and life.	No	
2. TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research, and creative practice.	No	The committee has decided that ONE objective for all indicators is appropriate because the original language was taken from the 2011 Academic Plan. The new language is drawn from the Institutional LO's (2018). **1.The creation of a culture of inclusion through intentional engagement to recognize and respect the value of diverse cultural worldviews, and the value of Indigenous knowledges and ways.**

<u>Indicators</u>
  a. Review the current indicators and rationales to confirm alignment with objective, Core Theme, and TRU's mission statement.

b. Based on this review, establish if indicators need to be removed, and/or if new indicators need to be added to the Core Theme to track whether the outcomes associated with the objectives are being achieved. Follow the 'Introducing New Indicators / Removing Current Indicators' under Resource Information (below).

Resource Information

1. Introducing New Indicators / Removing Current Indicators

Periodically new indicators will need to be added or existing indicators removed when the focus of the Core Theme changes, data collection at the institution changes (e.g. a new survey is being used, or an existing survey has been discontinued), or new initiatives commence. When it is required please complete the following:

A. Identify the indicator(s), if any, to be added
Provide the rationale for the indicator, including description of how the indicator aligns with the Core Theme and mission.

B. Identify the indicator(s), if any, to be removed
1. Provide rationale as to why the indicator no longer aligns with mission and Core Theme.
2. Demonstrate how the objective previously tracked by the indicator is still being captured by the other indicators for the Core Theme.
3. Comment on potential gaps for how the core theme is measured, and in turn, how Mission Fulfilment is determined.

Table 5: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1	Yes	However, we will include 2 additional data sources as NSSE data is only available every 4 years: TRU Fall Survey (currently under development). Also include NSSE Civic Engagement Qs: 1.b "*Resolve conflicts that involve bias, discrimination, and prejudice,*" and 1.c "*Lead a group in which people from different backgrounds feel welcomed and included*"
2.1	Yes	Course list requires updating and vetting related to ILOs. New indicator proposed to measure outcomes related to ILOs Local to Global TRU Pathways theme. See Table 6 below.
2.2	NO	The original indicator did not capture the effort and commitment of TRU in providing opportunities for intercultural learning. Nor did the data capture the depth, scope or reach of initiatives or events or the relational dimensions of intercultural opportunities at TRU.

2.3	NO	Original quantitative indicators were not as meaningful when measuring the impact of intercultural learning. Qualitative outcome measures are more appropriate, as they are "considered to be more insightful, meaningful and accurate in measuring the methods and quality of teaching and learning as they relate to the objectives of higher education. They are also more useful in providing information that can be used for enhancing teaching and learning" (Chalmers, 2008 p. 5).

B. New Indicators

New Indicators refer to those indicators for which we already have three years of historical data and wish to replace or add to the list of current indicators. If selected, these indicators will be reported on during the 2019 reporting cycle. If you do not wish to add or replace indicators, leave Table 6 blank.

Table 6: New Indicators for 2019 Reporting Cycle

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
1.2 *Three-year average number of students completing Indigenous, international, or intercultural content with a minimum "C" grade. (as measured by ILOs in Local to Global theme)*	Student outcomes will be better measured through course completion with a minimum "C" grade	Increase in average	Maintain average	Decrease in average	2% increase over the average	

C. Emerging Indicators

Given the changing nature of the institution, initiatives, and available data, consider if there are other indicators that would better measure the Core Theme objectives. Emerging indicators are those that may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values of the indicator should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the Core Theme, as this will help develop historical information.

A. Identify emerging indicators or concepts for indicators which could be of value for future measurement of the objectives of the Core Theme.
   1. Comment on data source, availability, and develop a plan to collect data for the indicator.
   2. When possible, begin compilation of indicator values, either by the Core Theme Team or the appropriate department (e.g. Integrated Planning and Effectiveness). This will form a basis for planning if/when the indicator is adopted for the Core Theme.

B. Consider if qualitative indicators could be used.

In the table below, identify any emerging indicators which could be used to track the objectives of the Core Theme in the future. If so, use the guidelines for 'Emerging Indicators' section under Resource Information (above).

Table 7: Emerging Indicators

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
1.3 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding	This indicator will capture a more fulsome picture of sustained efforts to provide and develop opportunities for intercultural learning	Evidence demonstrates depth *and* reach of intercultural initiatives and events	Some evidence of depth and/or reach of intercultural initiatives and events	Evidence does not demonstrate depth or reach of intercultural initiatives and events	Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding	N/A
1.4 Narratives of engagement in and impact of intercultural learning	This indicator will provide rich qualitative evidence of the impact of intercultural learning	Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis)	Some evidence of impact of intercultural learning (attitudes, knowledge, skills, praxis)	Evidence does not demonstrate intercultural (attitudes, knowledge, skills, praxis)	Ongoing evidence demonstrates engagement and impact of intercultural learning for all stakeholders	N/A

Notes:
For the purposes of reporting, we define the terms depth and reach as follows:
- Depth: refers to initiatives that move beyond a superficial focus on diversity awareness and result in affective, cognitive, behavioural or praxis-oriented outcomes related to intercultural learning and engagement.

- Reach: refers to how initiatives extend from their initial areas of development or implementation to include, affect, and/or develop relationships with and/or between, for example, various members of the TRU community (faculty, staff, and students); multiple TRU departments, schools, and/or faculties; and/or diverse locations, institutions, and local or global communities

For the purposes of reporting, we define the terms, attitude, knowledge, skills, and praxis as follows:

- Attitudes: affective and cognitive traits and practices that support respectful intercultural engagement (including, but not limited to, critical reflexivity, cultural humility, empathy, curiosity, adaptability, comfort with ambiguity, and a willingness to sensitively engage and learn across difference).
- Knowledge: cognitive outcomes that develop understanding of culturally informed worldviews, traditions, and practices, including one's own.
- Skills: The ability to draw on a range of potential techniques and practices in order to effectively engage in positive intercultural encounters (for example, demonstrating enhanced intercultural communication skills or the ability to take multiple perspectives).
- Praxis: The actioning, realization, or enactment of theories, knowledge, attitudes, and skills in ways that enhance intercultural understanding and engagement.

1.3 Proposed presentation of the data using digital software that captures depth, scope and reach. Ex: https://www.adobe.com/ca/analytics/web-analytics.html http://map.diversitycircles.com/ https://www.youtube.com/watch?v=wwyXC6lDK98
1.4 Proposed presentation of the data would be tagged Marcom news, other video, e-portfolios that tell the story of impact.

C. Thresholds & Targets
Review thresholds for Mission Fulfilment for each indicator to ensure relevancy
   a) The threshold is defined as the percentage change to the indicator (up or down), which would be considered meeting threshold expectations. See 'Thresholds for Mission Fulfilment' under Resource Information (below) for more information on setting these ranges. These will be the values used during the next year to evaluate Mission Fulfilment.
   b) If the ranges change, provide a rationale for the change.

Resource Information

2. Definitions and Thresholds for Mission Fulfilment
   Each indicator has three threshold ranges:

   Achieved
   The indicator has increased/decreased by a fixed percentage or value in line with expectation of mission fulfilment.

   Minimally Achieved
   The percentage or value of the indicator is holding at, or close to the current level.

Not Achieved
The indicator value has decreased/increased by a fixed percentage or value.

Quantitative indicators are defined as a fixed percentage or value growth from the prior year with ranges set individually for each indicator.

Qualitative indicators include identification of components that measure the threshold identified and require the development of a rubric to assess each component.

Table 8: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Revised Ranges (if applicable)			Rationale
	Achieved	Minimally Achieved	Not Achieved	Achieved	Minimally Achieved	Not Achieved	
1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE & TRU Fall Survey scores of fourth year students.	≥2% increase	≥2% increase	decrease	*Greater than 2% increase*	*Within 2% of previous year*	*More than 2% decrease*	*This will need to be revisited once the Fall Survey is piloted*
1.2 ** New Indicator: *Three-year average number of students completing with Indigenous, international, or intercultural content as measured by ILOs in Local to Global theme*	Increase in average	Maintain average	Decrease in average				
1.3 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding	Increase in average	Maintain average	Decrease in average	Evidence demonstrates depth *and* reach. Narratives of engagement in and impact of intercultural learning, *and* reach of intercultural initiatives and events	Some evidence of depth and/or reach of intercultural initiatives and events	Evidence does not demonstrate depth, scope or reach of intercultural initiatives and events	*See table for emerging indicators*
1.4 Narratives of engagement in and impact of intercultural learning	Increase in average	Maintain average	Decrease in average	Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis)	Some evidence of impact of intercultural learning (attitudes, knowledge, skills, praxis)	Evidence does not demonstrate intercultural (attitudes, knowledge, skills, praxis)	*See table for emerging indicators*

<u>Review the Five-Year Target</u>
Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

New Objective with 4 indicators

1.The creation of a culture of inclusion through intentional engagement to recognize and respect the value of diverse cultural worldviews, and the value of Indigenous knowledges and ways.

Table 9: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	Maintain or increase by 2%	N	Historical data reflects a significant increase in one year. This target is more realistic
1.2	2% increase on 2600 (average of participants from 2012-2017)		This indicator will now measure outcomes in terms of student achievement rather than enrolment. See table 4.
1.3	5% increase over the average of 1300	N	This indicator has been changed to a qualitative indicator; therefore % increase is no longer relevant. The five-year target will be to maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding
1.4	2% increase over the average of 200	N	This indicator has been changed to a qualitative indicator. The evidence will continue to show ongoing evidence that demonstrates engagement and impact of intercultural learning for all stakeholders

D. Planning for Improvement

Based on the information you provided above, and taking into consideration new or revised outcomes and indicators, complete the following Mission Fulfilment Framework which will be used as the benchmark for the 2019 reporting cycle.

Table 10: Completed Mission Fulfilment Framework for 2019

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
1.0 The creation of a culture of inclusion in all aspects of university work and life.	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	Specific NSSE questions provide student perceptions of diversity experiences.	> 2% increase	Within 2% of previous year	> 2% decrease	Maintain or increase by 2%	2011: 63.6% 2014: 67% 2018: 62.6% 2019: N/A
2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.	2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives.	2.1 Three year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	TRU is committed to prioritizing programs and practices that support diversity, inclusion, and intercultural understanding among Indigenous, regional, national, and global communities.	Increase in average	Maintain average	Decrease in average	2% increase over the average* of 2600	2013-2016: 2676 2014-2017: 2732 2015-2018: 2630 2018-2019: 2916
		2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.		Increase in average	Maintain average	Decrease in average	5% increase over the average* of 1300	2014/15: 1253 2015/16: 1377 2017/18: 2921 2018/19: 3940
		2.3 Number of students, staff, and faculty accessing mobility programs.		Increase in average	Maintain average	Decrease in average	2% increase over the average* of 200	2016: 129 2017: 210 2018: 130 2019: 190

*Average based on data from 2012 – 2017.

Finally, determine the plans required to improve the performance of the indicators and achieve the objectives of the core theme.

<u>Planning</u>
Outline plans to continue to improve or maintain performance of the indicator at the:
  a) Institutional level
  b) Unit level

<u>Consultation</u>
Outline plans to consult with key stakeholders who are responsible for influencing the indicator to accomplish the objective.
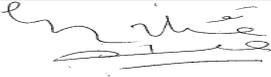
<u>Budget & Resources</u>
Identify any budgetary and resource limitations/implications.

Table 11: Planning for Improvement

Indicator #	Plans at institutional level for improvement	Plans at unit level for improvement	Consultations required	Budgetary and resource limitations/impact
1.1	Launch TRU Fall Survey		Consult with IPE: Review Fall Survey for relevant questions	IU committee to consult
1.2	Update lists based on courses achieving ILOs in Local to Global TRU Pathways	Review courses to ensure actual intercultural learning outcomes related to ILOs	Collaborate with GET on course lists. Consult with deans / chairs	Requires departmental input
1.3			Consultations with IPE. Potentially will require a coop student to set up the platform	Potential hiring of a computer science coop student to set up digital analytics platform
1.4	Significant additional resources have been allocated to mobility initiatives Launch of new initiative "Students without borders"		Collaboration with MarCom to flag intercultural initiatives and events that could be collated for reporting	Requires personnel in MarCom to collaborate with the committee

Note: 1.2 is a New Indicator to measure outcomes rather than outputs
1.3 and 1.4 are Emerging Indicators recommended by the committee
  1.3 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding
  1.4 Narratives of engagement in and impact of intercultural learning				

Annual Core Theme Mission Fulfilment Evaluation and Planning

2019 Work Book

Core Theme	*Research*
Submitted by	*Research Committee of Senate*
Signature, Chair	Mohamed Tawhid
Date	*October 4, 2019*

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Overview

Annual review of the Core Themes in relation to Mission Fulfilment involves three steps:

1) Conduct an analysis of the data collected for each outcome.
2) Assess the value of each indicator in light of the Mission Fulfilment Threshold.
3) Plan services and programs related to the Core Theme for the following year.

Completed reports or "Work Books" are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles results from all four Core Theme Work Books into an institutional Mission Fulfillment Report outlining how successful TRU was in fulfilling its' mission that year.

Timeline for Submissions

May 1 - June 30	Core Theme Teams or Standing Committee of Senate performs annual assessment of Mission Fulfilment and planning process.
June 30	Core Theme Work Book submitted to ALO. accreditation@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews annual institutional Mission Fulfilment Report.
September 1 – September 30	Broad distribution of institutional Mission Fulfilment Report through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Core Theme Research Mission Fulfillment Framework (2018)

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	**Minimally Achieved**	**Not Achieved**		
1.0 TRU will create a sustainable research culture	1.0 TRU faculty are competitive for external funding	1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	3% or > increase	-1 to 3% change	-1% or > decrease	40%	2016: 25% 2017: 24% 2018: 28%
		1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	*$600,000 or > increase*	*$0 to $600,000 increase*	*Decrease*	$4.5M (3-year rolling average adjusted: $2.8M)	2015: $1.1M 2016: $1.7M 2017: $2.3M (1.7) 2018: $4.3M (2.8)
	2.0 TRU faculty create new knowledge	2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	3% or > increase	-1 to 3% change	-1% or > decrease		None. 2018 benchmark at 320
	3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	3.1 Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community held forums reporting research results and activities to participants, stakeholders and knowledge users by TRU faculty and community groups	This indicator is a roll-up on various community references to research at TRU. It measures the importance and interest of TRU research in the community and links to mission fulfilment. This indicator is under review with IPE.	3% or > increase	-1 to 3% change	-1% or > decrease		None. 2018 benchmark year.

1. Assessment of Core Theme in Relation to Mission Fulfilment

A. Review of Previous Year
   Complete the following for each indicator in the Core Theme:

Current Value and Mission Fulfilment
   a. Gather information to determine the indicator value for the most recent period.
   b. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (Achieved / Minimally Achieved / Not Achieved).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	28%	34%	Achieved
1.2 Total dollar amount of tri-agency grants and external contracts based on a 3-year rolling average.	$2.8M	$3.3M	Minimally Achieved
2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3 year rolling average)	320/160 tri-partite faculty	Currently collecting data for 170 tri-partite faculty members	Unknown
3.1 Number of Community Citations Score, as measured by the total of references in external media, annual reports, policy documents, newsletters and the number of community held forums reporting research results and activities to participants, stakeholders and knowledge users	A survey instrument is under development	n/a	Unknown

Context of the Current Year Value
    c. State what was achieved.
    d. State how plans, services, or initiatives impact the progress of the indicator.
    e. Identify factors affecting progress.

Table 2: Context / Impact on Progress

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
1.1	The percentage of faculty with externally sponsored research increased by 6%	The number of applications for external funding has remained consistent annually with important support from internal seed and grant accelerator funding. With the assistance of grants facilitation, peer review, information sessions, and workshops, TRU's faculty currently boast a 50% success rate for applications to grants and contracts.
1.2	The total dollar amount of externally sponsored research decreased	External funding values are highly susceptible to annual deviations (e.g., Industrial Research Chair funding). As a result, TRU decided, last year, to re-position this target as a 3-year rolling average in alignment with best practices used by the federal government's Tri-Agency funding organizations. Although the actual dollar amount is slightly lower in 2019, TRU's growth rate is on track to meet the 5-year goal of $4.5M (on a 3-year rolling average). The 2017-19 average is $3.3M in externally sponsored research, up from $2.8M in the period 2016-18 (17% growth). TRU has developed longer-term structural opportunities for faculty by establishing the Xchange lab with the United Way, signing an MOU with the City of Kamloops, writing the MOU to create the Tri-University Coalition, and establishing the Interior Academic Health Science Coalition.
2.1	There is currently no mechanism to determine an absolute value. In 2018, TRU benchmarked	TRU hosted a one-day workshop featuring Dr. Helen Sword on the habits of highly productive writers, followed by a presentation by Scott White (the editor of Conversation Canada).

	based on voluntary faculty submissions. We do not currently have the results for last year.	For a more complete assessment, we would need to access the publication and knowledge mobilization data already submitted by faculty in their Annual Professional Activity Reports.
3.1	TRU is currently preparing a survey instrument to share with partners.	

B. Summary

a) Identify how successful TRU was in fulfilling its mission for the Core Theme in light of the values of the indicators and the definition of Mission Fulfilment.

Mission Fulfilment is defined as:

> *Mission fulfillment occurs when 70% of the indicators for each of the four Core Themes are in the Achieved or Minimally Achieved threshold ranges.*

b) Identify the successes of the Core Theme and the areas in need of improvement.

Table 3: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this Core Theme?	TRU was successful in meeting 50% of the indicators, but was unable to assess 50%. Without complete data, it's difficult to determine if mission achievement was met.
Identify successes	TRU was awarded its first NSERC Industrial Research Chair and Collaborative Research and Development grant. In addition, TRU obtained four new Discovery grants, two SSHRC Indigenous Connections grants and one Insight grant. Successfully renewed two BCIC Research Chairs. Received nearly $1M in Canada Foundation for Innovation and BCKDF research infrastructure funding.
List areas in need of improvement	Access to matching funds for grants. Access to institutional data for the assessment of indicator 2.1 and the refinement of the Community Citations survey instrument for indicator 3.1.

2. Planning for the Next Year

A. Review of Objectives and Indicators

<u>Objectives</u>
   a. Review current objectives to confirm they are still in alignment with Core Theme and TRU's mission statement.
   b. If necessary, add or remove objectives to keep the Core Theme relevant to TRU's mission statement.

Table 4: Review of Objectives

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1. TRU will create a sustainable research culture.	Y	

<u>Indicators</u>
   a. Review the current indicators and rationales to confirm alignment with objective, Core Theme, and TRU's mission statement.
   b. Based on this review, establish if indicators need to be removed, and/or if new indicators need to be added to the Core Theme to track whether the outcomes associated with the objectives are being achieved. Follow the 'Introducing New Indicators / Removing Current Indicators' under Resource Information (below).

Resource Information

1. Introducing New Indicators / Removing Current Indicators

Periodically new indicators will need to be added or existing indicators removed when the focus of the Core Theme changes, data collection at the institution changes (e.g. a new survey is being used, or an existing survey has been discontinued), or new initiatives commence. When it is required please complete the following:

A. Identify the indicator(s), if any, to be added
Provide the rationale for the indicator, including description of how the indicator aligns with the Core Theme and mission.

B. Identify the indicator(s), if any, to be removed
   1. Provide rationale as to why the indicator no longer aligns with mission and Core Theme.
   2. Demonstrate how the objective previously tracked by the indicator is still being captured by the other indicators for the Core Theme.
   3. Comment on potential gaps for how the core theme is measured, and in turn, how Mission Fulfilment is determined.

Table 5: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1	*Y*	
1.2	*Y*	
2.1	*Y*	
3.1	*Y*	

B. New Indicators

New Indicators refer to those indicators for which we already have three years of historical data and wish to replace or add to the list of current indicators. If selected, these indicators will be reported on during the 2019 reporting cycle. If you do not wish to add or replace indicators, leave Table 6 blank.

Table 6: New Indicators for 2019 Reporting Cycle

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		

C. Emerging Indicators

Given the changing nature of the institution, initiatives, and available data, consider if there are other indicators that would better measure the Core Theme objectives. Emerging indicators are those that may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values of the indicator should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the Core Theme, as this will help develop historical information.

    A. Identify emerging indicators or concepts for indicators which could be of value for future measurement of the objectives of the Core Theme.
        1. Comment on data source, availability, and develop a plan to collect data for the indicator.
        2. When possible, begin compilation of indicator values, either by the Core Theme Team or the appropriate department (e.g. Integrated Planning and Effectiveness). This will form a basis for planning if/when the indicator is adopted for the Core Theme.

    B. Consider if qualitative indicators could be used

In the table below, identify any emerging indicators which could be used to track the objectives of the Core Theme in the future. If so, use the guidelines for 'Emerging Indicators' section under Resource Information (above**).**

Outcome	Emerging Indicator	Rationale	Data Source	Plan/ Programs	Resources
3.0	*Number of undergraduate student knowledge mobilization activities*	Outcome 3.0 references the dissemination activities of students. This indicator will provide evidence to support the implementation of General Education, student graduate outcomes, and the proposed research graduate credential.	# of presentations, posters and exhibitions at the UG Conference and PHP conference # of publications in the UG journal, knowledge makers journal, and PHP journal # of students featured in TRU stories and media		
New 4.0 *Undergraduate student engagement in research activities*	*Percentage of TRU courses that include Research-informed Learning (RiL)* *(RiL both in and out of the classroom: project-based work, field work, inquiry-led work, integration of research practice into the curriculum, etc.)*	For an open access research university like TRU, Research-informed Learning offers many benefits to students and faculty. We know that treating undergraduate students as co-researchers supports student engagement within and beyond the formal curriculum, furthering knowledge and understanding, creating lasting relationships between the mentor and mentee. RiL is also said to create a profound sense of belonging, providing students with a point of entry into an institutional or disciplinary research culture.	Data will be collected from faculties and programs via the development of the Research-informed Learning Inventory, which will identify the number of research-informed learning practices in curricular programming (Fall 2018).		0.5 increase to Graduate Studies and Student Research Coordinator position (currently funded @ 0.5 ongoing)
	Number of users across Canada accessing the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL.	Currently there is not a national presence or network for Canadian undergraduate research. This site, hosted by TRU, will include training modules for faculty and students, news and events, information about undergraduate research at Canadian universities, resources, etc.	Data will be collected in Fall 2018 and Winter 2019. Once the site is developed, we will be able to track the website traffic, which showcases TRU's leadership in undergraduate research.	TRU will lead the development of a national clearinghouse for research and resources on undergraduate research training and research-informed learning. Information will be gathered from, and in partnership, with Vancouver Island University and Bridgewater University, other post-secondary institutions, and the Council of Undergraduate Research (CUR). We will develop the expansion of student research training initiatives.	
	A) *GPA of first and second year students engaged in the Research Coach program.* B) *Retention rates of first and second year students engaged in the Research Coach program.* C) *Number of students participating in the Research Coach program.* D) *Number of students interacting with faculty while doing a research project.*	Undergraduate research has been identified as a High Impact Practice distinguished by the fostering of a key mentoring relationship between faculty and students. This enhanced introduction to discipline-based research and creative inquiry principles and practices is intended to complement the kind of research-based opportunities traditionally more available to students in the final years of their undergraduate degree programs. TRU currently has high attrition rates with first-year students in our open admissions programs: this pilot will support student retention.	Indicators will include tracking GPA scores and first-to-second-year retention rates. In addition, we will be working with IPE to create an undergraduate research survey.	Undergraduate research is identified as a High Impact Practice (HIP). This program will allow faculty to use the RiL approach to support first and second year student engagement in meaningful research opportunities. During the 2018/19 academic year, the four emerging indicators (A – D) will be measured to determine which is the most relevant for measuring achievement of the outcome.	

Table 7: Emerging Indicators

New Outcome	New Indicator	Rationale	Data Source
TRU facilitates the creation, co-creation and translation of knowledge, resulting in new discoveries, products, processes and practices that will mutually benefit TRU and communities to lead positive environmental, cultural, social and economic change.	*Qualitative Indicator: Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate:* 1. *Promoting technological and social innovation and social enterprise* 2. *Germinating ideas and applied research opportunities* 3. *Developing research relationships/partnerships with community partners* 4. *Sharing research infrastructure and engagement spaces* 5. *Enabling knowledge exchange* 6. *Celebrating shared successes*	Using a qualitative approach such as cultural mapping will better demonstrate the richness of the data that quantitative methods cannot when measuring community impact	Cultural/Social Impact Maps (under development by Office of Research and Graduate Studies)

Table 7: Emerging Indicators, year one data collection

Outcome	Emerging Indicator	Value
3.0	Number of undergraduate student knowledge mobilization activities	• 32 papers by TRU students presented at PHP conference; 80 presentations, posters, and exhibitions at the UG Conference • 4 papers by TRU students published in PHP's Dialogues: https://digitalcommons.library.tru.ca/phpdialogues/; 16 Knowledge Makers published; 7 students published in the UG Conference Proceedings • 16 students featured in TRU research stories and media initiated by the research office
4.0 Undergraduate student engagement in research activities	Percentage of TRU courses that include Research informed Learning (RiL)	Data collection in progress Currently information collected from Nursing, Tourism and some SOBE faculty
	Number of users across Canada accessing the National Clearinghouse for Research and Resources on Undergraduate Research Training and RiL	Data collection in progress Website is still in development and is expected to be ready January 2020
	A) GPA of first and second year students engaged in the Research Coach program B) Retention rates of first and second year students engaged in the Research Coach program C) Number of students participating in the Research Coach program D) Number of students interacting with faculty while doing a research project	Data collection in progress The Research Coach program requires at least three years of data to begin to assess the indicators identified. At this time we can share three students from this program in the winter applied for a UREAP. We will continue to collect the data and report on it as it grows.

C. Thresholds & Targets

Review thresholds for Mission Fulfilment for each indicator to ensure relevancy

    a) The threshold is defined as the percentage change to the indicator (up or down), which would be considered meeting threshold expectations. See 'Thresholds for Mission Fulfilment' under Resource Information (below) for more information on setting these ranges. These will be the values used during the next year to evaluate Mission Fulfilment.

    b) If the ranges change, provide a rationale for the change.

Resource Information

2. Definitions and Thresholds for Mission Fulfilment

Each indicator has three threshold ranges:

Achieved
The indicator has increased/decreased by a fixed percentage or value in line with expectation of mission fulfilment.

Minimally Achieved
The percentage or value of the indicator is holding at, or close to the current level.

Not Achieved
The indicator value has decreased/increased by a fixed percentage or value.

Quantitative indicators are defined as a fixed percentage or value growth from the prior year with ranges set individually for each indicator.

Qualitative indicators include identification of components that measure the threshold identified and require the development of a rubric to assess each component.

Table 8: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Revised Ranges (if applicable)			Rationale
	Achieved	Minimally Achieved	Not Achieved	Achieved	Minimally Achieved	Not Achieved	
1.1	3% or > increase	-1 to 3% change	-1% or > decrease				
1.2	$600,000 or > increase	$0 to $600,000 increase	Decrease				
2.1				3% or > increase	-1 to 3% change	-1% or > decrease	Ranges are consistent with existing thresholds
3.1				3% or > increase	-1 to 3% change	-1% or > decrease	

Review the Five-Year Target

Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

Table 9: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	40%	Y	
1.2	$4.5M	Y	
2.1	n/a	Y	
3.1	n/a	Y	

D. Planning for Improvement

Based on the information you provided above, and taking into consideration new or revised outcomes and indicators, complete the following Mission Fulfilment Framework which will be used as the benchmark for the 2019 reporting cycle.

Table 10: Completed Mission Fulfilment Framework for 2019

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	**Minimally Achieved**	**Not Achieved**		
1.0 TRU will create a sustainable research culture	1.0 TRU faculty are competitive for external funding	1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	3% or > increase	-1 to 3% change	-1% or > decrease	40%	2016: 25% 2017: 24% 2018: 28% 2019: 34%
		1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	*$600,000 or > increase*	*$0 to $600,000 increase*	*Decrease*	$4.5M (3-year rolling average)	2015: $1.1M 2016: $1.7M 2017: $2.3M (1.7) 2018: $4.3M (2.8) 2019: $3.3M (3.3)
	2.0 TRU faculty create new knowledge	2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	This indicator aligns with the Strategic Research Plan and is a standard indicator for research universities. It will create an important benchmark to assess against peer institutions	3% or > increase	-1 to 3% change	-1% or > decrease		2018: 320
	3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	3.1 Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community held forums reporting research results and activities to participants, stakeholders and knowledge users by TRU faculty and community groups	This indicator is a roll-up on various community references to research at TRU. It measures the importance and interest of TRU research in the community and links to mission fulfilment.	3% or > increase	-1 to 3% change	-1% or > decrease		None.

Finally, determine the plans required to improve the performance of the indicators and achieve the objectives of the core theme.

Planning
Outline plans to continue to improve or maintain performance of the indicator at the:
      a) Institutional level
      b) Unit level

Consultation
Outline plans to consult with key stakeholders who are responsible for influencing the indicator to accomplish the objective.

Budget & Resources
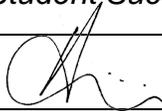Identify any budgetary and resource limitations/implications.

Table 11: Planning for Improvement

Indicator #	Plans at institutional level for improvement	Plans at unit level for improvement	Consultations required	Budgetary and resource limitations/impact
1.1	Implementation of the Strategic Review recommendations. Development of a new Strategic Research Plan.	Internal outreach (eg. New researcher orientation, workshops, events), prospecting, seed funds, facilitation, awards, and peer review. Exploration of new graduate programming.		0.43 FTE for enhanced research and graduate studies support ($22K)
1.2	Implementation of the Strategic Review recommendations. Development of a new Strategic Research Plan.	Continued investment in the Interior Universities Research Coalition, visiting scholars and guest speakers (eg. Deb Zornes), collaboration opportunities through the Xchange Lab, development of the Interior Academic Health Science Coalition, increased advocacy at the Provincial and Federal levels. Invest in student research opportunities	Community consultations for the development of the Xchange Lab	

2.1	Implementation of the Strategic Review recommendations. Development of a new Strategic Research Plan.	Member of Conversation Canada. Establishment of the Xchange Lab gallery space.	Community consultations for the development of the Xchange Lab	
3.1	Implementation of the Strategic Review recommendations. Development of a new Strategic Research Plan.	Increased public engagement and student research involvement directed through the Xchange Lab. The MOU with the City of Kamloops will allow for additional access to community-based opportunities for research.	Community consultations for the development of the Xchange Lab	0.5 FTE to support additional public engagement, community-engaged research development, undergraduate research training, and knowledge mobilization activities ($33K) $16K Co-op student

**Annual Core Theme Mission Fulfilment
Evaluation and Planning**

2019 Work Book

Core Theme	*Student Success*
Submitted by	*Student Success Committee of Senate*
Signature, Co-Chairs	
Date	30/10/2019

Table of Contents

Overview

Annual review of the Core Themes in relation to Mission Fulfilment involves three steps:

1) Conduct an analysis of the data collected for each outcome.
2) Assess the value of each indicator in light of the Mission Fulfilment Threshold.
3) Plan services and programs related to the Core Theme for the following year.

Completed reports or "Work Books" are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles results from all four Core Theme Work Books into an institutional Mission Fulfilment Report outlining how successful TRU was in fulfilling its' mission that year.

Timeline for Submissions

May 1 - June 30	Core Theme Teams or Standing Committee of Senate performs annual assessment of Mission Fulfilment and planning process.
June 30	Core Theme Work Book submitted to ALO. accreditation@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews annual institutional Mission Fulfilment Report.
September 1 – September 30	Broad distribution of institutional Mission Fulfilment Report through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Core Theme Student Success Mission Fulfilment Framework (2018)

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	1.1 Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	1.1 NSSE module on advising	The quality of academic advising is measured by both frequency of visit to the advisor and quality of advising services provided	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5	2.8	2014: 2.772 2017: 2.733
		1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted. SAT: Satisfaction with the process for registering for courses.	Satisfaction with process of registration and with accessing courses is imperative to providing access to educational opportunities	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%	CW 90% Sat 86%	CW 2013: 92% 2016: 86% Sat 2013: 83% 2016: 79%
		1.3 2-4 year open program conversion rate	Enrolment data, particularly conversion and retention data, serve as effective indicators of this desired outcome as they illustrate student behaviour at key points of enrolment activity, namely initial registration (ie: access), and subsequent registration (ie: persistence). Low conversion and retention rates, or downward trends over time, are often symptomatic of systemic barriers and ineffective administrative processes that can be addressed. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent both highly structured as well as highly flexible program offerings.	> 1 % point increase	0 – 1 % point increase	Decrease	40%	Fall 2014: 40% Fall 2015: 39% Fall 2016: 35% Fall 2017: 32% Fall 2018: 38%
		1.4 2-4 year open program retention rate		> 1 % point increase	0 – 1 % point increase	Decrease	60%	Fall 2014: 54% Fall 2015: 54% Fall 2016: 55% Fall 2017: 59%
		1.5 2-4 year selective program conversion rate		> 0 % point increase	No change	Decrease	80%	Fall 2014: 78% Fall 2015: 81% Fall 2016: 83% Fall 2017: 83% Fall 2018: 81%
		1.6 2-4 year selective program retention rate		> 1 % point increase	0 – 1 % point increase	Decrease	90%	Fall 2014: 86% Fall 2015: 88% Fall 2016: 88% Fall 2017: 87%

2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 NSSE data on student participation in HIPs	Documented correlation between participation in HIPs and student engagement	First Year: 10% Fourth Year: >69%	First Year: 10% Fourth Year: 60-69%	First Year: <10% Fourth Year: <60%	First Year: 10% Fourth Year: 70%	First Year: 8% (2014) 8% (2017) Fourth Year: 64% (2014) 59% (2017)
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	Documented correlation between participation in HIPs and student engagement	1300	1200-1300	<1200	1300	1410 (2017/18) 1231 (2016/17) 1243 (2015/16)
3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 NSSE module on civic engagement.	NSSE is administered to current students	>5.0	4.5-5.0	<4.5	5.0	First Yr: 5.0 (2017) Fourth Yr: 5.2 (2017)
		3.2 Graduate employment outcomes	Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their studies.	90%	89%	<89%	90%	86% (2013) 87% (2014) 89% (2015) 89% (2016) 91% (2017) 89% (2018)

1. Assessment of Core Theme in Relation to Mission Fulfilment

A. Review of Previous Year
Complete the following for each indicator in the Core Theme:

Current Value and Mission Fulfilment
- a. Gather information to determine the indicator value for the most recent period.
- b. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (Achieved / Minimally Achieved / Not Achieved).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 NSSE module on advising	2.733 (2017)	Not available until 2020	
1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted. SAT: Satisfaction with the process for registering for courses.	CW: 86% (2016) SAT: 79% (2016	CW: 84.6% (2019) SAT: 76.1% (2019)	Not Achieved
1.3 Two to four-year open program conversion rate.	32% (2017)	38% (2018)	Achieved
1.4 Two to four-year open program fall 1 to fall 2 retention rate.	55% (2016)	59% (2017)	Achieved
1.5 Two to four-year selective program conversion rate.	83% (2017)	81% (2018)	Not Achieved
1.6 Two to four-year selective program fall 1 to fall 2 retention rate.	88% (2016)	87% (2017)	Not Achieved
2.1 NSSE data on student participation in HIPs.	First Year: 8% (2017) Fourth Year: 59% (2017)	Not available until 2020	
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	1410 (2017/18)	1438 (2018/19)	Achieved
3.1 NSSE module on civic engagement.	First Year: 5.0 (2017) Fourth Year: 5.2 (2017)	Not available until 2020	
3.2 Graduate employment outcomes.	91% (2017)	89% (2018)	Minimally Achieved

Context of the Current Year Value
- c. State what was achieved.
- d. State how plans, services, or initiatives impact the progress of the indicator.
- e. Identify factors affecting progress.

Table 2: Context / Impact on Progress: Fall 2018, Winter 2019, Summer 2019

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
1.1	Data not available	No comment
1.2	No increase achieved	Note: The response rate for two of the surveys that are currently being used as indicators for Student Success was 46% for both surveys: • Canadian University Survey Consortium (CUSC) - administered to first year students in 2019 - response rate for TRU was 46.4% (376 out of 810). • BC Graduate Student Outcomes – 2-year out survey – response rate for TRU was 46% (2,044 out of 4,400). Students' perception of how easy it is to enroll in courses dropped 1.4%. Satisfaction in registration process dropped 2.9%. Indicator 1.2 **Plans, services, initiatives:** • Increase amount and type of communication to students regarding registration processes and policies (note: information is available on the Registration website regarding priority order, how to register, etc.; see: https://www.tru.ca/current/enrolment-services/course-registration/priority.html) • Changes to operation of waitlists for oversubscribed courses to ensure fairness in distribution of seats that may come available • Increase communication to faculty and instructors regarding registration and waitlist processes so students hear consistent information regardless of point of inquiry **Factors affecting progress – positive:** • Recent shifts in registration deadlines and communication, as well as waitlist processes, have resulted in earlier registration and earlier awareness of demand that exceeds capacity. This has led to an exponential reduction in the number of students remaining on waitlists at the end of the add/drop period. **Factors affecting progress – negative:** • Feedback from students suggests there are still not enough resources, communications, etc. in place to help guide students through the registration process, be aware of deadlines, etc. • Feedback from students suggests there is still too much volatility in course scheduling into the beginning of the term
1.3	Conversion: 6% point increase	The response rate was 46%. **Plans, service, initiatives:** - Welcome package to domestic and international students - Increase schoalrships and/or information about those available - SEM Planning process – to provide certainty sooner; holding to deadlines for enrolment. If May then it is May. - More communication: Registrate and teachers, Admin and teachers, TRUSU and Admin. **Factors affecting progress – positive: Including the following:**

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
		Welcome package sent to domestic students was very well received Scholarship availability Improved McGill Student Housing. **Factors affecting progress – negative: Including the following:** • International student experience: International students didn't get the welcome package and when in class with domestic students felt left out. • 'Open Access" is unhelpful and inaccurate as a concept when applied to TRU marketing. SSSC Student comment: "TRU has a reputation as a transition university and 'open access' notion of being different from high quality teaching and student service, excellence in research." "It is better to promote how we are still are really good university. And also that if you didn't get the grades at High School you can still come here and work your way up." • Deadlines that should be fixed are flexible. • TRUSU and TRU could work together on initiatives. • Communications with students: SSSC Student Comment: "There is a problem with communications. An update is nice. It is just really important to let students know what is happening. There is a lot of stuff that students could have access to and they don't know. That can be why access rates are low because they just don't know."
1.4	Open program retention: 4% point increase	(2017 data). **Plans, service, initiatives:** Including the following: - Mind The Gap - Early Alert - Coyote Project - Learning Strategists - First Year focus - Access to Elders - Location of Health and Wellness Centre - Upgrading of facilities - Enhanced food services - Positive library services and environment - Increase study spaces - Degree Works – one stop online 'shop' for mapping study plans and for purchasing related texts, equipment, online. - Exit interview/survey with exiting students **Factors affecting progress – positive: Including the following:** • Introduction of Early Alert, Learning Strategists, expanded writing centre services. • Focus on First Year **Factors affecting progress – negative: Including the following:** SSSC Student comments: "People complain about food service. It is an ongoing thing" "We need more study spaces"

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
		"Consultation on renovations [in OM] didn't happen with students" "I think TRU is one where you stop here to do the undergrad and then you go to graduate school." "We could go higher in this category if we asked alumni what the programs should be, and if we asked exiting students what went well or not." For example, a vet doctor program. "We could be the only one in BC."
1.5	Decrease (2%) (Selective program conversion rate)	**Plans, service, initiatives:** Increase scholarships and study awards for selective programs Maintaining cycle of improvement to retain accreditation. Promote that we have full accreditation approved, and what it means. "We should 'blare' that everywhere". **Factors affecting progress – positive: Including the following:** "Getting full accreditation means we will be seen as equal with other Schools" **Factors affecting progress – negative: Including the following:** • Ability to be first choice: SSSC Student comment: "I think people will have applied to other schools and they then choose to go there rather than TRU" • Number of scholarships to selective programs
1.6	Decrease (1%) (selective program retention rate)	**Plans, service, initiatives:** - Increase EDI staffing so students can see themselves in the faculty - All faculty teaching in inclusive way, including Indigenous perspectives. - More undergraduate research opportunities. Therefore more research active faculty. - More scholarships, awards; especially for those beyond first year. - Expanded day care services and child spaces available **Factors affecting progress – positive:** - Please see Plans, Services, and Initiatives section above. - First Year group is an example of faculty teaching in inclusive way. **Factors affecting progress – negative:** - Demand for access to more childcare services.
2.1	Data not available	No comment
2.2	Slight increase achieved – 28 more students. (Enrolments in UG High impact practices)	**Plans, service, initiatives:** - Communication expanded about HIPS opportunities, to students. - General Education includes mandatory HIPS course - Make sure HIPS are equitable ie available low cost and high cost options. - Coyote - Knowledge Makers **Factors affecting progress – positive: Including the following:** Outreach of what is available is pretty good, e.g. Study Abroad are always coming to the classroom, Adventure program and Co-op. General Education includes mandatory HIPS course TRU World has SIF for international mobility programs. Cohort models

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
		Knowledge Makers Coyote "TRUSU does the speaker every year. That is a HIPS. We invite everyone." Opportunities to go to conference and a presentation there. TRUSU and other supports for these. **Factors affecting progress – negative: Including the following:** - TRU does not have a shared definition of HIPS courses. (learning experiences that research shows lead to higher retention and learning) - More/less HIPS courses might be offered in a year SSSC Student Comments: - "I don't really know about any HIPS opportunities in the Arts and Sciences. Do they have any?" - "It would be nice if each area that has HIPS has one of each kind, and let students know." - Cost of some HIPs
3.1	Data not available	No comment
3.2	Decrease (graduate employment outcomes) (2% decrease)	**Plans, service, initiatives:** - Career advising, with academic credit attached. Could be part of capstone experience. "This would be super helpful. You could learn how to approach people who are interviewing you. That would be really sweet." - Access to Work Integrated Learning **Factors affecting progress – positive: Including the following:** - Careers advising - Careers studies at TRU – Trades, Nursing, Education **Factors affecting progress – negative: Including the following:** • Students may be taking longer to complete their degrees. Completion rate differs by population group (see IPE reports). **SSSC Student Comments:** • Perception of job market: "There are less jobs now, because there are more students"

B. Summary

   a) Identify how successful TRU was in fulfilling its mission for the Core Theme in light of the values of the indicators and the definition of Mission Fulfilment.

   Mission Fulfilment is defined as:

   Mission fulfillment occurs when 70% of the indicators for each of the four Core Themes are in the Achieved or Minimally Achieved threshold ranges.

   b) Identify the successes of the Core Theme and the areas in need of improvement.

Table 3: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this Core Theme?	Yet to be successful. See Table 1 above. Of 10 objectives: - Data not available: 3 - Not achieved/ Minimally Achieved: 4 - Achieved: 3
Identify successes	See Table 1 above - Two to four-year open program conversion rate. - Two to four-year open program fall 1 to fall 2 retention rate. - Enrolments in undergraduate curricular offerings that include HIPs.
List areas in need of improvement	The objectives as currently stated were an important initial description at Student Success indicators. We learned from these indicators that we have described what TRU will do rather than student success outcomes per se. What we have realized is that these current objectives could be implemented yet student success outcomes might not change. In the second phase we will retain many of the indicators as action areas for 'Enabling Outcome Areas'. These will contribute towards TRU's achievement of "Core Outcome Areas" for student success: participation, retention, achievement, graduate outcomes.

2. Planning for the Next Year

A. Review of Objectives and Indicators
<u>Objectives</u>
- a. Review current objectives to confirm they are still in alignment with Core Theme and TRU's mission statement.
- b. If necessary, add or remove objectives to keep the Core Theme relevant to TRU's mission statement.

Table 4: Review of Objectives

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1. TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	N	The objectives as currently stated were an important initial description at Student Success indicators. We learned from these indicators that we have described what TRU will do rather than student success outcomes per se. What we have realized is that these current objectives could be implemented yet student success outcomes might not change. In the second phase we will retain many of the indicators as action areas for 'Enabling Outcome Areas'. These will contribute towards TRU's achievement of "Core Outcome Areas" for student success: participation, retention, achievement, graduate outcomes. Student Success measures should now focus on measuring student success in the first instance ('core outcomes') and actions ('enabling outcomes'). For example: Core Outcomes: (a) student participation (i.e. success in being admitted to TRU and enrolled in courses); (b) student retention (i.e. remaining within a course over the duration of that course, remaining in a program of study at TRU); (c) completion of course and credential; and (d) graduate outcomes. While there are some areas of success for students at TRU, student success is yet to be experienced institution-wide, and by all population groups. Student Success data will identify and size the gaps in achievement by under-served populations, monitor progress towards closing education achievement gaps. To ensure optimal benefit to students from the monitoring of 'Student Success' indicators, the

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
		objectives will be simplified, reduced in number, and focused on student outcomes. By March 2020 the Senate Student Success Committee will have identified the Core Outcome Areas and associated Results for Student Success. In addition Enabling Outcome Areas and associated indicators will have been identified A beginning point is Core Outcome areas: • Increased student participation • Increased retention (e.g. Indicators: Retention from assignment 1 to assignment 2, from semester 1 to semester 2, from year 1 to year 2) • Increased achievement (e.g. by course, by credential) • Graduate outcomes (e.g. labour market/further training outcomes) Enabling Outcomes will also be identified by March 2020 and are likely to include a number of activities identified in the June 2018 report on Objectives and Descriptors.
2. TRU will provide educational experiences for cognitive development, personal growth, and interpersonal effectiveness.	*N*	
3. TRU will provide skills, knowledge, confidence, and values for citizenship, work and personal fulfilment.	*N*	

<u>Indicators</u>
  a. Review the current indicators and rationales to confirm alignment with objective, Core Theme, and TRU's mission statement.
  b. Based on this review, establish if indicators need to be removed, and/or if new indicators need to be added to the Core Theme to track whether the outcomes associated with the objectives are being achieved. Follow the 'Introducing New Indicators / Removing Current Indicators' under Resource Information (below).

Resource Information

1. Introducing New Indicators / Removing Current Indicators

Periodically new indicators will need to be added or existing indicators removed when the focus of the Core Theme changes, data collection at the institution changes (e.g. a new survey is being used, or an existing survey has been discontinued), or new initiatives commence. When it is required please complete the following:

    A. Identify the indicator(s), if any, to be added
        Provide the rationale for the indicator, including description of how the indicator aligns with the Core Theme and mission.

    B. Identify the indicator(s), if any, to be removed
        1. Provide rationale as to why the indicator no longer aligns with mission and Core Theme.
        2. Demonstrate how the objective previously tracked by the indicator is still being captured by the other indicators for the Core Theme.
        3. Comment on potential gaps for how the core theme is measured, and in turn, how Mission Fulfilment is determined.

Table 5: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1	N	The objectives as currently stated were an important initial description at Student Success indicators. We learned from these indicators that we have described what TRU will do rather than student success outcomes per se. What we have realized is that these current objectives could be implemented yet student success outcomes might not change. In the second phase we will retain many of the indicators as action areas for 'Enabling Outcome Areas'. These will contribute towards TRU's achievement of "Core Outcome Areas" for student success: participation, retention, achievement, graduate outcomes.
1.2	N	
1.3	N	
1.4	N	
1.5	N	
1.6	N	
2.1	N	
2.2	N	
3.1	N	
3.2	N	

B. New Indicators

New Indicators refer to those indicators for which we already have three years of historical data and wish to replace or add to the list of current indicators. If selected,

these indicators will be reported on during the 2019 reporting cycle. If you do not wish to add or replace indicators, leave Table 6 blank.

Table 6: New Indicators for 2020 Reporting Cycle

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
Core Outcome Areas	TBC – March 2020					
Participation						
Retention						
Achievement						
Graduate Outcomes						
Enabling Outcome Areas	TBC – March 2020					
Example: Enrolments in undergraduate curricular offerings that include HIPs.						

C. Emerging Indicators

Given the changing nature of the institution, initiatives, and available data, consider if there are other indicators that would better measure the Core Theme objectives. Emerging indicators are those that may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values of the indicator should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the Core Theme, as this will help develop historical information.

A. Identify emerging indicators or concepts for indicators which could be of value for future measurement of the objectives of the Core Theme.
   1. Comment on data source, availability, and develop a plan to collect data for the indicator.
   2. When possible, begin compilation of indicator values, either by the Core Theme Team or the appropriate department (e.g. Integrated Planning and Effectiveness). This will form a basis for planning if/when the indicator is adopted for the Core Theme.

B. Consider if qualitative indicators could be used.

In the table below, identify any emerging indicators which could be used to track the objectives of the Core Theme in the future. If so, use the guidelines for 'Emerging Indicators' section under Resource Information (above).

Table 7: Emerging Indicators

New Indicator	Rationale	Data Source
Student participation	TBC March 2020	TBC March 2020
Student retention	TBC March 2020	TBC March 2020
Student achievement	TBC March 2020	TBC March 2020
Graduate Outcomes	TBC March 2020	TBC March 2020

C. Thresholds & Targets
<u>Review thresholds for Mission Fulfilment for each indicator to ensure relevancy</u>

    a) The threshold is defined as the percentage change to the indicator (up or down), which would be considered meeting threshold expectations. See 'Thresholds for Mission Fulfilment' under Resource Information (below) for more information on setting these ranges. These will be the values used during the next year to evaluate Mission Fulfilment.

    b) If the ranges change, provide a rationale for the change.

Resource Information

2. Definitions and Thresholds for Mission Fulfilment
Each indicator has three threshold ranges:

Achieved
The indicator has increased/decreased by a fixed percentage or value in line with expectation of mission fulfilment.

Minimally Achieved
The percentage or value of the indicator is holding at, or close to the current level.

Not Achieved
The indicator value has decreased/increased by a fixed percentage or value.

Quantitative indicators are defined as a fixed percentage or value growth from the prior year with ranges set individually for each indicator.

Qualitative indicators include identification of components that measure the threshold identified and require the development of a rubric to assess each component.

Table 8: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Revised Ranges (if applicable)			Rationale
	Achieved	Minimally Achieved	Not Achieved	Achieved	Minimally Achieved	Not Achieved	
1.1				>2.7	2.5-2.7	<2.5	*Recommended values from IPE*
1.2	CW: >90% SAT: >86%	CW: 89% SAT: 83-85%	CW: 90% SAT: 86%	*n/a*	*n/a*	*n/a*	
1.3	>2% increase	1-1.9% increase	≤1%	*> 1 % point increase*	*0 – 1 % point increase*	*Decrease*	*Data source for conversion and retention data has been refined. Historical values have been updated*
1.4	>2% increase	1-1.9% increase	≤1%	*> 1 % point increase*	*0 – 1 % point increase*	*Decrease*	*and threshold ranges were reconsidered as a result.*
1.5	>1% increase	0-0.9% increase	Decrease	*> 0 % point increase*	*No change*	*Decrease*	*Further, threshold ranges defined to a tenth of a percent were too granular and statistically insignificant.*
1.6	>1% increase	0-0.9% increase	Decrease	*> 1 % point increase*	*0 – 1 % point increase*	*Decrease*	
2.1	1st Yr: 10% 4th Yr: 70%	1st Yr: 10% 4th Yr: 60-69%	1st Yr: 10% 4th Yr: <59%	*n/a*	*n/a*	*n/a*	
2.2	800	750-800	<750	*1300*	*1200-1300*	*<1200*	*Historical values have been adjusted*
3.1				>/= 5.0	4.5-4.9	<4.5	*Recommended values from IPE*
3.2	90%	89%	<89%	*n/a*	*n/a*	*n/a*	

<u>Review the Five-Year Target</u>
Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

Table 9: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	2.7	N	The objectives as currently stated describe were an important first description of Student Success indicators. We learned from these indicators that we have described what TRU will do rather than student success outcomes per se. What we have realized is that these current objectives could be implemented yet student success outcomes might not change. In the second phase we will retain many of the indicators as action areas for 'Enabling Outcome Areas'. The success framework will be revised: (a) Core Outcome Areas, e.g. participation, retention, achievement, graduate outcomes (b) Results, e.g. participation: participation of Indigenous students at all levels of study at TRU will match the regional demographic (12.9%). (c) Enabling Outcome Areas: curriculum responsive to Indigenous learner and community wants and needs (e.g. Band Economic Development Plans) will be available and promoted internally (e.g. through student advising) and externally (e.g. through the TRU website, through community meetings)
1.2	CW: 90% SAT: 86%	N	
1.3	40%	N	
1.4	60%	N	
1.5	80%	N	
1.6	90%	N	
2.1	1st Yr: 10% 4th Yr: 70%	N	
2.2	1300	N	
3.1	4.5	N	
3.2	90%	N	

D. Planning for Improvement

Based on the information you provided above, and taking into consideration new or revised outcomes and indicators, complete the following Mission Fulfilment Framework which will be used as the benchmark for the 2020 reporting cycle.

Table 10: Completed Mission Fulfilment Framework for 2019

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	1.1 Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	1.1 NSSE module on advising	The quality of academic advising is measured by both frequency of visit to the advisor and quality of advising services provided	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5	2.8	2014: 2.772 2017: 2.733 2019: N/A
		1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted. SAT: Satisfaction with the process for registering for courses.	Satisfaction with process of registration and with accessing courses is imperative to providing access to educational opportunities	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%	CW 90% Sat 86%	CW 2013: 92% 2016: 86% 2019: 84.6% Sat 2013: 83% 2016: 79% 2019: 76.1%
		1.3 2-4 year open program conversion rate	Enrolment data, particularly conversion and retention data, serve as effective indicators of this desired outcome as they illustrate student	> 1 % point increase	0 – 1 % point increase	Decrease	40%	Fall 2014: 40% Fall 2015: 39% Fall 2016: 35% Fall 2017: 32% Fall 2018: 38%

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	**Minimally Achieved**	**Not Achieved**		
		1.4 2-4 year open program retention rate	behaviour at key points of enrolment activity, namely initial registration (ie: access), and subsequent registration (ie: persistence). Low conversion and retention rates, or downward trends over time, are often symptomatic of systemic barriers and ineffective administrative processes that can be addressed. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent both highly structured as well as highly flexible program offerings.	> 1 % point increase	0 – 1 % point increase	Decrease	60%	Fall 2014: 54% Fall 2015: 54% Fall 2016: 55% Fall 2017: 59%
		1.5 2-4 year selective program conversion rate		> 0 % point increase	No change	Decrease	80%	Fall 2014: 78% Fall 2015: 81% Fall 2016: 83% Fall 2017: 83% Fall 2018: 81%
		1.6 2-4 year selective program retention rate		> 1 % point increase	0 – 1 % point increase	Decrease	90%	Fall 2014: 86% Fall 2015: 88% Fall 2016: 88% Fall 2017: 87%
2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 NSSE data on student participation in HIPs	Documented correlation between participation in HIPs and student engagement	First Year: 10% Fourth Year: >69%	First Year: 10% Fourth Year: 60-69%	First Year: <10% Fourth Year: <60%	First Year: 10% Fourth Year: 70%	First Year: 8% (2014) 8% (2017) 2019: N/A Fourth Year: 64% (2014) 59% (2017) 2019: N/A

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	Documented correlation between participation in HIPs and student engagement	1300	1200-1300	<1200	1300	1438 (2018/19) 1410 (2017/18) 1231 (2016/17) 1243 (2015/16)
3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 NSSE module on civic engagement.	NSSE is administered to current students	>5.0	4.5-5.0	<4.5	5.0	First Yr: 5.0 (2017) 2019: N/A Fourth Yr: 5.2 (2017) 2019: N/A
		3.2 Graduate employment outcomes	Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their studies.	90%	89%	<89%	90%	86% (2013) 87% (2014) 89% (2015) 89% (2016) 91% (2017) 89% 2018

Finally, determine the plans required to improve the performance of the indicators and achieve the objectives of the core theme.

Planning
Outline plans to continue to improve or maintain performance of the indicator at the:
   a) Institutional level
   b) Unit level

Consultation
Outline plans to consult with key stakeholders who are responsible for influencing the indicator to accomplish the objective.

Budget & Resources
Identify any budgetary and resource limitations/implications.

Table 11: Planning for Improvement

Indicator #	Plans at institutional level for improvement	Plans at unit level for improvement	Consultations required	Budgetary and resource limitations/impact
1.1 1.2	Creation of TRU Student Success Action Plan, including (a) agreed Core Outcome Areas and associated Results; and (b) Enabling Outcomes.	Divisional annual reports on performance for Student Success Results in four Core Outcome Areas.	• VP Academic • Senate and Senate Committees, notably the Senate Student Success Committee • Divisional Heads • IPE • Internal and external consultation. • SEM development (M.Bluhm) • TRU Indigenous Education Plan (P.Michel)	• Establish university leadership and office support to deliver on Student Success. • Ensure sufficient capacity available in IPE, and other relevant divisions to deliver on data and services for Student Success results and initiatives. • Alignment with TRU Strategic Priorities, TRU Academic Plan, TRU SEM Plan, once completed, and existing TRU Research Strategy (e.g. increased opportunities for research by students at undergraduate levels) • Access to childcare spaces • Increased study awards
1.3				
1.4				
1.5				
1.6				
2.1				
2.2				
3.1				
3.2				

Annual Core Theme Mission Fulfilment Evaluation and Planning

2019 Work Book

Core Theme	*Sustainability*
Submitted by	*Environmental Sustainability Advisory Committee of Senate*
Signature, Chair	Karl Fultz, Chair ESAC
Date	October 4, 2019

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Overview

Annual review of the Core Themes in relation to Mission Fulfilment involves three steps:

1) Conduct an analysis of the data collected for each outcome.
2) Assess the value of each indicator in light of the Mission Fulfilment Threshold.
3) Plan services and programs related to the Core Theme for the following year.

Completed reports or "Work Books" are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles results from all four Core Theme Work Books into an institutional Mission Fulfilment Report outlining how successful TRU was in fulfilling its' mission that year.

Timeline for Submissions

May 1 - June 30	Core Theme Teams or Standing Committee of Senate performs annual assessment of Mission Fulfilment and planning process.
June 30	Core Theme Work Book submitted to ALO. accreditation@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews annual institutional Mission Fulfilment Report.
September 1 – September 30	Broad distribution of institutional Mission Fulfilment Report through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Core Theme Sustainability Mission Fulfilment Framework (2018)

Objective	Outcome	Indicator	Rationale for Indicator	Mission Fulfilment Threshold Ranges			Final Year Goal	Historical Values
				Achieved	Minimally achieved	Not Achieved		
1.0 TRU will integrate sustainability across operation, engagement, academic, and governance practices.	1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	Sustainability, Tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 1 point	Increase score up to 1 point	decrease in score	55.06 Max 58	2015: 31.22 2018: 50.27 2019: 53.7
	2.1 Members of the TRU community are sustainability ambassadors on and off campus.	2.1 STARS score (Engagement category: campus engagement and public engagement)	Sustainability, Tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 2 points	increase score up to 2 points	decrease in score	39.53 Max 41	2015: 29.53 2018: 36.93 2019: 39.12
	3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	3.1 STARS score (Academic category: curriculum and research)	Sustainability, Tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 4 points	increase score up to 4 points	decrease in score	51.23 Max 67	2015: 40.06 2018: 55.21 2019:49.75
	4.1 Sustainability is a core value in TRU's institutional and administrative framework	4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	Sustainability, Tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions.	increase score at least 1 point	Increase score up to 1 point	decrease in score	26 Max 32	2015: 24.33 2018: 20.59 2019: 24.36

1. Assessment of Core Theme in Relation to Mission Fulfilment

A. Review of Previous Year

Complete the following for each indicator in the Core Theme:

<u>Current Value and Mission Fulfilment</u>
    a. Gather information to determine the indicator value for the most recent period.
    b. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (Achieved / Minimally Achieved / Not Achieved).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water).	50.8	49.75	Not Achieved (the 50.8 was an interim score during STARS report)
1.2 STARS score (Engagement category: campus engagement and public engagement).	36	39.12	Achieved
1.3 STARS score (Academic category: curriculum and research).	37	53.70	Achieved
1.4 STARS score (Planning & Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work).	22.09	24.36	Achieved

<u>Context of the Current Year Value</u>
    c. State what was achieved.
    d. State how plans, services, or initiatives impact the progress of the indicator.
    e. Identify factors affecting progress.

Table 2: Context / Impact on Progress

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
1.1	BOMA Best certification, Green energy purchase	Water conservation program should be initiated with plan and targets to reduce over next 5 years, Food sourcing with 400KM/800KM – develop plan to phase out single use items
1.2	Student volunteers, community events	Larger program for student volunteers
1.3	Increase in programs/research	Sustainability integral to promotion and tenure – all research on public portal
1.4	Investment committee added student and faculty member	No living wage for contractors' employees limits score

B. Summary

    a) Identify how successful TRU was in fulfilling its mission for the Core Theme in light of the values of the indicators and the definition of Mission Fulfilment.

    TRU made significant increase in 3 or 4 core themes and achieved Mission Fulfillment as defined as:

    Mission fulfillment occurs when 70% of the indicators for each of the four Core Themes are in the Achieved or Minimally Achieved threshold ranges.

    b) Identify the successes of the Core Theme and the areas in need of improvement

Table 3: Summary of Core Theme

How successful was TRU in achieving mission fulfillment for this Core Theme?	Overall TRU achieved mission fulfillment for the core them "Sustainability"
Identify successes	STARS Platinum rating – highest global rank
List areas in need of improvement	Water conservation, reduced single-use plastics and other waste, Procurement policy, mandatory open access research portal, living wage for contractor employees

2. Planning for the Next Year

A. Review of Objectives and Indicators
<u>Objectives</u>
    a. Review current objectives to confirm they are still in alignment with Core Theme and TRU's mission statement.
    b. If necessary, add or remove objectives to keep the Core Theme relevant to TRU's mission statement.

Table 4: Review of Objectives

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1. TRU will integrate sustainability across operation, engagement, academic, and governance practices.	Y	

<u>Indicators</u>
    a. Review the current indicators and rationales to confirm alignment with objective, Core Theme, and TRU's mission statement.
    b. Based on this review, establish if indicators need to be removed, and/or if new indicators need to be added to the Core Theme to track whether the outcomes associated with the objectives are being achieved. Follow the 'Introducing New Indicators / Removing Current Indicators' under Resource Information (below).

Resource Information

1. Introducing New Indicators / Removing Current Indicators

Periodically new indicators will need to be added or existing indicators removed when the focus of the Core Theme changes, data collection at the institution changes (e.g. a new survey is being used, or an existing survey has been discontinued), or new initiatives commence. When it is required please complete the following:

A. Identify the indicator(s), if any, to be added
Provide the rationale for the indicator, including description of how the indicator aligns with the Core Theme and mission.

B. Identify the indicator(s), if any, to be removed
    1. Provide rationale as to why the indicator no longer aligns with mission and Core Theme.

> 2. Demonstrate how the objective previously tracked by the indicator is still being captured by the other indicators for the Core Theme.
> 3. Comment on potential gaps for how the core theme is measured, and in turn, how Mission Fulfilment is determined.

Table 5: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1	y	
1.2	y	
1.3	y	
1.4	y	

B. New Indicators

New Indicators refer to those indicators for which we already have three years of historical data and wish to replace or add to the list of current indicators. If selected, these indicators will be reported on during the 2019 reporting cycle. If you do not wish to add or replace indicators, leave Table 6 blank.

Table 6: New Indicators for 2019 Reporting Cycle

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		

C. Emerging Indicators

Given the changing nature of the institution, initiatives, and available data, consider if there are other indicators that would better measure the Core Theme objectives. Emerging indicators are those that may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values of the indicator should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the Core Theme, as this will help develop historical information.

A. Identify emerging indicators or concepts for indicators which could be of value for future measurement of the objectives of the Core Theme.
   1. Comment on data source, availability, and develop a plan to collect data for the indicator.
   2. When possible, begin compilation of indicator values, either by the Core Theme Team or the appropriate department (e.g. Integrated Planning and Effectiveness). This will form a basis for planning if/when the indicator is adopted for the Core Theme.

B. Consider if qualitative indicators could be used.

In the table below, identify any emerging indicators which could be used to track the objectives of the Core Theme in the future. If so, use the guidelines for 'Emerging Indicators' section under Resource Information (above).

Table 7: Emerging Indicators

Emerging Indicator	Rationale	Data Source
SDG goals	The United Nations Sustainable Development Goals are a robust and complete framework on which to build upon and expand the successes we have achieved using AASHE STARS.	"The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The Goals interconnect and in order to leave no one behind, it is important that we achieve each Goal and target by 2030." https://www.un.org/sustainabledevelopment/sustainable-development-goals/

C. Thresholds & Targets
Review thresholds for Mission Fulfilment for each indicator to ensure relevancy
   a) The threshold is defined as the percentage change to the indicator (up or down), which would be considered meeting threshold expectations. See 'Thresholds for Mission Fulfilment' under Resource Information (below) for more information on setting these ranges. These will be the values used during the next year to evaluate Mission Fulfilment.
   b) If the ranges change, provide a rationale for the change.

Resource Information

2. Definitions and Thresholds for Mission Fulfilment
Each indicator has three threshold ranges:

Achieved
The indicator has increased/decreased by a fixed percentage or value in line with expectation of mission fulfilment.

Minimally Achieved
The percentage or value of the indicator is holding at, or close to the current level.

Not Achieved
The indicator value has decreased/increased by a fixed percentage or value.

Quantitative indicators are defined as a fixed percentage or value growth from the prior year with ranges set individually for each indicator.

Qualitative indicators include identification of components that measure the threshold identified and require the development of a rubric to assess each component.

Table 8: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Revised Ranges (if applicable)			Rationale
	Achieved	Minimally Achieved	Not Achieved	Achieved	Minimally Achieved	Not Achieved	
1.1	Increase score at least 1 point	Increase score up to 1 point	Decrease in score	1	1	<1	*Now that we have achieved Platinum rating each additional point will become more difficult – however, there are a few points available in this category*
1.2	Increase score at least 2 points	Increase score up to 2 points	Decrease in score	1	1	<1	*Now that we have achieved Platinum rating each additional point will become more difficult to obtain – there are minimal points available in this category*
1.3	Increase score at least 4 points	Increase score up to 4 points	Decrease in score	1	1	<1	*Now that we have achieved Platinum rating each additional point will become more difficult – there are points available in this category*
1.4	Increase score at least 1 point	Increase score up to 1 point	Decrease in score	1	1	<1	*Now that we have achieved Platinum rating each additional point will become more difficult – however, there are some points available in this category*

<u>Review the Five-Year Target</u>
Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

Table 9: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	55.06	y	
1.2	39.53	y	
1.3	51.23	y	
1.4	29.33	y	

D. Planning for Improvement

Based on the information you provided above, and taking into consideration new or revised outcomes and indicators, complete the following Mission Fulfilment Framework which will be used as the benchmark for the 2019 reporting cycle.

Table 10: Completed Mission Fulfilment Framework for 2019

Objective	Outcome	Indicator	Rationale for Indicator	Mission Fulfilment Threshold Ranges			Final Year Goal	Historical Values
				Achieved	**Minimally achieved**	**Not Achieved**		
1.0 TRU will integrate sustainability across operation, engagement, academic, and governance practices.	1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	Sustainability, Tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 1 point	Increase score up to 1 point	decrease in score	55.06 Max 67	2015: 31.22 2018: 50.27 2019: 49.75
	2.1 Members of the TRU community are sustainability ambassadors on and off-campus.	2.1 STARS score (Engagement category: campus engagement and public engagement)	Sustainability, Tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.	increase score at least 2 points	increase score up to 2 points	decrease in score	39.53 Max 41	2015: 29.53 2018: 36.93 2019: 39.12

				increase score at least 4 points	increase score up to 4 points	decrease in score	51.23 Max 58	2015: 40.06 2018: 55.21 2019: 53.70
3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	3.1 STARS score (Academic category: curriculum and research)	Sustainability, Tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions. The TRU plan aligns closely with the STARS framework, making the STARS rating an ideal indicator of TRU's success towards achieving its sustainability objectives.		increase score at least 4 points	increase score up to 4 points	decrease in score	51.23 Max 58	2015: 40.06 2018: 55.21 2019: 53.70
4.1 Sustainability is a core value in TRU's institutional and administrative framework	4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	Sustainability, Tracking, Assessment and Rating System (STARS), is a North American transparent, self-reporting framework designed specifically for post-secondary institutions.		increase score at least 1 point	Increase score up to 1 point	decrease in score	26 Max 32	2015: 24.33 2018: 20.59 2019 : 24:36

Finally, determine the plans required to improve the performance of the indicators and achieve the objectives of the core theme.

Planning
Outline plans to continue to improve or maintain performance of the indicator at the:
   a) Institutional level
   b) Unit level

Consultation
Outline plans to consult with key stakeholders who are responsible for influencing the indicator to accomplish the objective.

Budget & Resources
Identify any budgetary and resource limitations/implications.

Table 11: Planning for Improvement

Indicator #	Plans at institutional level for improvement	Plans at unit level for improvement	Consultations required	Budgetary and resource limitations/impact
1.1	Water conservation, purchasing, food	Water meters, low flow, irrigation management, shorter radius re food sourcing, purchasing guidelines (no single-use items), ESAC Zero Waste Subcommittee (working group)	Ancillary, facilities, Purchasing	TBD
1.2	Volunteer program	Increase civic engagement: Student Sustainability Ambassador Program	Student experience	TBD
1.3	Database of sustainability courses – learning outcomes	Classify courses and programs _sustainability learning outcome for all graduates, ESAC Sustainability in the Curriculum Subcommittee (working group)	CELT	TBD
1.4	Investment committee	TRU will begin including environmental, social, and governance factors in its investment decisions through membership in the United Nations-supported initiative called Principles for Responsible Investment (PRI). https://inside.tru.ca/2016/04/11/sustainability-to-extend-to-investment-strategy/	Matt Milovick Thompson Rivers University VP Administration and Finance	TBD

Submitted to the Office of Quality Assurance, TRU

by

Karl Fultz, Chair, Environmental Advisory Steering Committee, TRU

Jim Gudjonson, Director, Environment and Sustainability, TRU

October 4, 2019